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Success for Every Child: The Impact of Teacher Perceptions on Student Achievement

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Success for Every Child: The Impact of Teacher's Perceptions on Student Achievement

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CERTIFICATE OF APPROVAL

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CAPSTONE PROJECT

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Success for Every Child: The Impact of Teacher Perceptions on Student Achievement

This is to certify that the Capstone Project of

Sarah Kathryn Pease

Has been approved by the faculty advisor and the CE 695 – Capstone Project

Course Instructor in partial fulfillment of the requirements for the

Master of Science Degree in

Counselor Education

Capstone Project Supervisor: _____
                                                                        Name

Approval Date: _____

Abstract

The way a teacher perceives students may affect how they treat them. This may stem from biases that teachers may or may not be aware of. Every human has biases against certain people (Johnson, 2013). These biased perceptions might stem from past experiences, uncertainty, physical appearance, or other reasons. Because perception influences teachers' responses to students, it is necessary to discuss how impactful teacher perceptions are on students in the educational system. Because teachers have a powerful position in students' daily lives, they likely have an effect on student learning as well as their self-efficacy.

Students from minority cultures are underrepresented in advanced academic programs such as, Advanced Placement courses, college readiness courses, and gifted and talented programs (Kenyatta, 2012). These programs are largely based on teacher referral and when fewer educational opportunities are given to students of color, the achievement gap increases. Additionally, there are gender discrepancies in the educational system (Dell'Angelo, 2016). Teachers may challenge male students more frequently based on beliefs they have about both sexes. Moorman and Wicks-Smith (2012) found that students of lower socio-economic status were perceived more poorly than their middle-class and upper-class peers and that this is in direct correlation of academic achievement for students from a lower socio-economic family.

Furthermore, teacher perceptions affect student's socially. Hughes, Zhang, and Hill (2006) found that students who are perceived as 'good kids' by their teachers and have positive relationships with them are also received positively by their peers. The opposite is true as well,

where students who are perceived as 'bad kids' by their teachers are not received well by their peers, and thus, struggle more socially.

School counselors, who are change agents in the school system, can encourage school-wide interventions to help teachers become aware of their own biases and give them tools in order to treat all students equally. These interventions may change school culture and lessen achievement gaps.

Success for Every Child: The Impact of Teacher Perceptions on Student Achievement

"When we expect certain behaviors of others, we are likely to act in ways that make the expected behavior more likely to occur" (Rosenthal, 1985). This statement can be explained using The Pygmalion Effect. The Pygmalion Effect is the self-fulfilling prophesy that demonstrates how teacher expectations affect student performance. In 1968, Rosenthal and Jacobson introduced this concept after going into a school and selecting 20% of the students at random. Teachers were informed that these students showed "unusual potential for intellectual growth" (Niari, Manousou, & Lionarakis, 2016, p. 37). They were told that these students would show this growth throughout the year. When the students were tested eight months later, Rosenthal and Jacobson found that the randomly selected students scored significantly higher than their peers. These scores were the result of how teachers responded to these students throughout the year (Niari, Manousou, & Lionarakis, 2016). Teacher expectations transcend into personal biases as well. When teachers come in with their own perceptions of students, this still effects the ability for students to achieve because students are meeting the expectations of those setting them. If a teacher anticipates that a student will do well, the teacher may unconsciously treat this child differently because of their expectations and therefore, the student will meet these expectations and thrive. However, if a teacher does not expect a student to do well, the student will also meet this expectation and do poorly.

Because teachers have the powerful position in a student's daily life, teachers likely have an effect on student learning and their self-efficacy. Race, socio-economic status, and gender are all factors that can influence teachers' perspectives on students. These perceptions effect students academically, socially, and may limit their opportunities for advanced classes or gifted programs. Students from minority cultures as well as lower socio-economic status achieve much lower than their White, middle-class or upper-class peers (Dell'Angelo, 2016). In fact, the chances of failure to graduate goes up for minority students and for students of lower socio-economic status (Soumah & Hoover, 2013). This is not a reflection of student abilities as much as it is a reflection of who is staffing the school system and who it is designed to serve.

Teachers work hard to teach all students and lead them towards academic success. Unfortunately, biases impede student success (Soumah & Hoover, 2013). Teacher's perceptions of their students and what they expect them to be able to achieve impacts their school experience. The following paper will discuss these issues with more depth as well as offer solutions that will promote student success in all areas, regardless of race, social class, or gender. Additionally, teacher bias can affect students socially and how successful a student may be at making friends. It also may result in unfair discipline. Biases that impede student academic and social success call for interventions at the teacher, student, and school-wide level. The hope is by implementing these interventions every student has an equal chance at success and will not be hindered by the perceptions of those around them.

Literature Review

The way a teacher perceives a student affects how they interact with them. Most often, a teacher's perception is based on race, gender, and socioeconomic status (Hansen, 2016). Attribution theory can be defined as "the inferences that observers make about the causes of

behavior, either their own or those of other people" (Brady & Woolfson, 2008, p. 529).

Attribution theory can be broken into three parts: locus of causality, stability, and controllability.

Locus of causality speaks to the source of the attribution, whether there is an internal or external

reason for the behavior. Stability describes to how consistent the cause appears. Controllability

refers to the level of control an individual has over the behavior. A teacher attributes behavior,

whether academic or social, through these channels (Brady & Woolfson, 2008).

A teacher may attribute a behavior incorrectly and form a poor perception of the student.

For example, a student may be having a bad day and walk past a teacher when the teacher says

hello. Thus, the teacher may attribute this behavior incorrectly as disrespect toward authority, so

then may have a negative view of the student in future interactions. Or perhaps there is no

outstanding event that creates a positive or negative perception of a student other than first

impressions or implicit biases about race, gender, or socio-economic status. These perceptions

influence how the teachers interact with students from greetings and responding to behaviors, to

general teaching practices. Teacher perception can be to the detriment or the benefit of the

student and the student's achievement (Brody & Good, 1974). Brody and Good found a link

between teachers' view of their students and the students' ability to succeed in the classroom.

Not only did teachers develop biases early in the school year, but they were very rarely

influenced by the students to change their perceptions. In accordance with the idea of the self-

fulfilling prophecy, another study found that students ended up performing academically to the

extent that their teachers had expected them to (Dell'Angelo, 2016). Hansen (2016) states that

"teacher perceptions filter down to students through classroom interaction, that in turn influences

children's perceptions of their own ability, their motivation, engagement in school, and

ultimately, their achievement" (p. 329).

Teacher perceptions may also affect school climate. According to Karakus (2017), school climate refers to "the quality and character of school life" (p. 787). School climate would also include how safe and understood students feels in the school building, and how students feel perceived by the adults around them (Karakus, 2017). Therefore, school climate is based on the experiences of students and teachers and how they feel about these experiences. Essentially, the school climate will reflect "the norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures" of the school (Karakus, p. 787). Although most administrators would agree that school climate plays a part in student success, it is often difficult to change and not often considered as an important factor to increase test scores. Wang (2017) states that "a caring, safe, and gender-inclusive learning environment is essential for students' success" (p. 2). Shindler, Jones, Williams, Taylor, and Cardenas (2016) take it even further by claiming, "the quality of the climate appears to be the single most predictive factor in any school's capacity to promote student achievement" (p. 9). Relationships between students, teachers, and other staff personnel are key factors that play into school climate. Again, this comes back to the importance of teacher perception and how they communicate their perceptions to their students. Teachers play a huge role how students feel about themselves in the school, and subsequently, in student success.

Perceptions based on Race

There are very few people who would argue that teachers have no biases. However, it is not always known just how influential these biases may be on student success. Elhoweris, Mutua, Alsheikh, and Holloway (2005) state that teachers generally have negative stereotypes and "inaccurate perceptions of the abilities of children from different cultural backgrounds" (p. 26). Students who are of a minority culture are underrepresented in high-academic groups, such

as gifted and talented programs. Since qualification for these programs is largely based on

teacher recommendation (Elhoweris, Mutua, Alsheikh, & Holloway, 2005), the combination of

inaccurate perceptions of students of color and the need for a recommendation leads to

achievement gaps for students of color (Barnes & Eadens, 2014). Students of color could

achieve more academically but are often held back because teachers have not anticipated more

from them (Kenyatta, 2012). Additionally, students of color are more likely to face suspension

in situations where their White peers did not receive that punishment (Kenyatta, 2012).

Furthermore, Barnes and Eadens (2014), suggest that "educators have a disconnection with

students of color" (p. 26). These lowered expectations may explain the statistic that students of

color are twice as likely to fail to graduate if they are unsuccessful in their first year of high

school (Barnes & Eadens, 2014).

Students of color may be at risk because of their teacher's perceptions of them. Although

this is not universally true, it is not uncommon for individuals to have biases against people who

are different than themselves. According to Elhoweris, Mutua, Alsheikh, and Holloway (2005),

80% to 90% of teachers in the United States are of European decent, American and middle class.

This means that students of other ethnicities are likely to be spend their school day as the

minority of both teachers and students and that those around them may not understand the

culture from which they are coming simply because it is different than that of European decent.

Soumah and Hoover (2013) researched the effect of teacher perspective and racial prejudices

linked to student success. Part of their data collection involved having open conversations with

students of color. They found that many students of color felt ignored by teachers and did not

believe teachers believed they could succeed:

[Teachers] think we can drop out of school; most of them think that. They think we don't care about school, we gonna drop out before we graduate. Sometimes they don't even try us, and I think this is because of stereotypes. They think that like Hispanic girls, they just gonna get pregnant before they graduate, and they just gonna sell drugs and stuff like that. (Louisa, age 16) (Soumah & Hoover, p. 21)

In this study, students argued that it was the lack of teacher expectations that fueled their lack of motivation. McGrady and Reynolds (2013) point out that not all racial stereotypes held by White teachers are negative. For example, Asian American children are often believed to be a "model student." However, some Hispanic children are perceived as "uninvolved and having lesser ability" (p. 86). If teachers make predictions about students before getting to know them, their abilities, and their work-ethic, it is possible that these decisions have been based on biases. These racial biases can follow students from class to class, and grade to grade if intervention does not occur.

Perceptions Based on Gender

Additionally, research has shown that there are also gender discrepancies when it comes to teacher perceptions (Dell'Angelo, 2016). Historically, girls have faced obstacles for obtaining the same opportunities as their male counterparts. Most would like to believe that the United States has made changes to give girls equal access and opportunity in education. However, discrepancies between males and females can still be found in schools. For example, teachers are more likely to attribute male success to ability and female success to effort (Dell'Angelo, 2016). In addition, research indicates that boys are consistently given "more instructional time, teacher attention, and praise and are called on more often than girls" (Bianco, Harris, Garrison-Wade, & Leech, 2011, p. 172). The same authors revealed that when given the choice between

calling on a boy or girl, science teachers called on boys 80% of the time. Unintended gender

biases may negatively influence referrals made by teachers to challenge students academically,

such as recommending students for advanced courses or sharing of enrichment opportunities

such as camps and courses offered outside the school system. Gender biases may impede the

fostering of a healthy school culture in which all genders can thrive.

Perception Based on Socioeconomic Status

When students do not have support from their teachers (verbally or nonverbally), they are

less likely to participate academically or socially at school. Moorman and Wicks-Smith (2012)

state that individuals' attitudes towards those of lower socioeconomic status (SES) are

significantly lower than attitudes towards middle-class or upper-class groups. This finding may

correlate with other findings that show students from lower-class or poverty level families are

more likely to underachieve than their peers, and they are more likely to not complete school

(Wang, 2017). Attitudes based on SES mentioned previously would extend to students'

perceptions of other students, as well as the teachers' perceptions.

In her research to determine how much teacher perspectives influence success rates

among students of a lower SES, Dell'Angelo (2016) collected data from 31 high schools in a

large urban area in the Northeastern United States. She was able to use a little over 1,000

surveys collected from these schools and found that "even in schools with high poverty, student

achievement is higher when teachers perceive fewer obstacles" (p. 254). Dell'Angelo advocates

in her findings that low socio-economic status does not need to be the final say for high

academic achievement. In fact, when teachers are able to shift their perceptions of these

students, they may, in fact, achieve at the same rate as their higher-income peers (Dell'Angelo,

2016).

Social Impacts

As students learn and grow, peer interactions become equally important, and then more important than family interactions (Sigelman & Rider, 2017). However, students who are labeled or socially identified as 'bad kids' by the teacher, even if this is never explicitly stated, tend to be left out by their peers. According to Hendricks, Mainhard, Boor-Klip, and Brekelmans (2017), teachers are social referents to students. Social referencing theory is the idea that children will look to their caregivers to provide them with social cues regarding how to respond to people and situations around them. In a school setting, the teacher takes on the caregiver role and is, therefore, given this special ability to influence. The research by Hughes, Zhang, and Hill (2006) showed that students who were viewed by their classmates as "having a supportive relationship with the teacher" were more likely to be liked by their fellow peers. Hendricks et al. (2017) expanded on these previous findings and revealed that there is a link between teacher perceptions and the way a student selects a friend. Students will identify friends based on if they believe that peer is liked by the teacher.

Taking Hendricks and colleagues' findings a step further, it is possible, then, that students who are victims of a teacher's poor perception, are less likely to be approached by other students seeking friendship. This is connected to a tenant of social balance theory, in which a consistently positive or a consistently negative social relationship will lead to positive or negative attitudes (Heider, 1946). That is to say, if Student 1 likes Student 2, and Student 2 likes Student 3, Student 1 will choose to like Student 3 as well. Of course, the same can be said in reverse, when Student 2 or Student 3 is disliked and has negative attitudes towards him or her. Then, if Teacher 1 likes Student 1, then Student 2 may also like Student 1 or the converse may be true. Thus, social balance theory suggests when teachers have positive perceptions of students, this

helps students to succeed more readily socially (Hendricks, Mainhard, Boor-Klip, &

Brekelmans, 2017).

Biased Referrals for Gifted and Talented Programs

Additionally, there is less room for academic growth when teachers form biases about

students. Teachers are largely responsible for providing referrals to students and giving them

opportunities for growth. Often, teachers will select students who they believe can be successful

when challenged even more and will recommend them for AP (Advanced Placement) or

International Baccalaureate (IB) courses or a Gifted and Talented program. However, once

again, these recommendations may not be accessible to all students based on teacher perception

alone. Bianco, Harris, Garrison-Wade, and Leech (2011) remark that "teachers' biases and

stereotypic expectations of students have contributed to the underrepresentation of students from

certain populations receiving gifted services" (p. 171). The authors go on to explain that

teachers may have a limited way of thinking about students and that this alters their

recommendations. In fact, this deficit in thinking blurs teachers' abilities to focus on what a

student is capable of. They found that some African American high school students who were

above the required criteria to qualify for gifted programs had simply "never been referred by

their teachers for initial screening" (p. 171). This becomes especially disheartening when

realizing that most programs feel that the most important factor to admitting students into gifted

or advanced programs is teacher referral (Bianco, Harris, Garrison-Wade, & Leech, 2011).

Moreover, Neumeister, Adams, Pierce, Cassady, and Dixon, (2007) state that throughout the past

30 years, "African Americans, Native Americans, and Hispanic students have been consistently

underrepresented in gifted programs whereas White and Asian Americans have been consistently

overrepresented" (p. 480). Even when scoring at or above their gifted peers, minority groups are less likely to be referred to gifted programs.

Student Behaviors based on Teacher Perception

Teacher biases contribute to multiple facets of a student's school experience. In addition to being a potential barrier to get into accelerated programs or challenged academically, evidence suggests that teacher bias may also contribute to the level of disciplinary measures taken regarding student behaviors (Soumah & Hoover, 2013). Concerning student behaviors, it is a fair question to wonder which came first: poor student behaviors or poor teacher perceptions resulting in poor student behaviors. In some situations, perhaps the two exist simultaneously. Teachers may have had negative experiences with students that shape their perceptions of them. However, the discrepancies between students of color who receive discipline as opposed to their White peers suggests that this may not always be the case (Soumah & Hoover, 2013). Although it may be difficult to discern, it is important to explore this area in order to best help students succeed. First, it is important to note that students of color are more likely to face unjustified punishment at school than their White peers. This unfairness can be seen through "inconsistent rule enforcement and excessive reliance on punishment of students of color" (Soumah & Hoover, 2013, p. 19). When students of color believe their grade or punishment to be unfair, they are much less likely to cooperate or have motivation to do better. Additionally, unfair consequences disrupt students' sense of belonging in school. Naturally, when student feel unwelcome or unsafe or misunderstood, they are much less likely to comply with the rules and general expectations (attending classes, turning in homework, etc.) of the school system.

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Interventions

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School Counselor Interventions

Teachers take on a powerful role in student lives socially and academically both inside and outside of the classroom. Another force working towards school-wide student success is the school counselor. A school counselor has the responsibility to not just individual students, but to the school system as a whole. Based on American School Counselor Association (ASCA) National Model (2012), a school counselor is charged to be a change-agent in schools. As change agents, school counselors can have a positive effect on the school climate in schools, advocate for equity for students of color, and help school personnel address achievement gaps and social justice issues in the school system.

Mason, Ockerman, and Chen-Hayes (2013) propose implementing the change-agent-for-equity (CAFE) model in order to embrace this role to its fullest potential. The CAFE model charges school counselors to act on behalf of another person or persons in order to produce justice that is free from bias. This intervention draws from the ASCA National Model's framework for a school counselor that involves "leadership, advocacy, collaboration and systemic change" (Mason, Ockerman, & Chen-Hayes, 2013, p. 6). School counselors abiding by the CAFE model will demonstrate leadership, advocacy, collaboration, and systemic change. When implementing the CAFE model, school counselors must see all potential spheres of influence in order to ensure that all students are being treated with equity. The school counselor should practice this model at the building level (e.g.,. advocate for students who do not speak English in the building and making sure they are being given the resources they need), the district level (share new ideas or practices), at the state level (e.g., advocate for funding for school counseling programs), and at the national level (e.g.. attend conferences). The CAFE model drives the school counselor to seek out inequalities in the school system and advocate for change. Therefore, it would be a natural and expected step for a School counselor to intervene

on behalf of the students who are experiencing injustice based on the perceptions of their

teachers. School counselors also take leadership roles in school-wide interventions.

Interventions for Teachers

REST CD. Interventions with teachers may prove to be more difficult than with the

students in the building. First, teachers are very busy meeting the educational needs of the

children they teach. Additionally, school counselors are not supervisors of teachers. Therefore,

it would be important for school counselors to work with administration in developing and

implementing interventions, and to remain mindful about how to propose intervention while

maintaining positive working relationships with colleagues. One intervention with research

support is the Racial and Ethical Sensitivity Test-Compact Disk (REST-CD) (Sirin, Brabeck,

Satiani & Rogers-Serin, 2003). The REST-CD is designed to measure ethical sensitivity when

looking at incidents involving a form of discrimination in the school setting. The REST-CD

consists of 3 videotaped scenarios followed by questions given by an interviewer. Each scenario

is played two times in order for the viewer to absorb as much information about the scene as

possible. Each scenario takes about 30 minutes to complete. A more time efficient version of

this test is called the Quick-REST (Sirin, Rogers-Sirin, Collins, 2010). Here, the video scenarios

are still given. However, viewers are given Likert-type scaled items to respond to, eliminating

the role of the interviewer, thus making it a more practical option for schools. Given scenarios

measure racial and gender sensitivity (Cannon, 2010). This intervention could be implemented

during a staff development day. Their results from the Quick-REST would be given to each staff

member and the results would be explained to them. Staff members may respond better to this

intervention if they know their results will be kept confidential, and therefore, school counselors

should be considerate of how they handle the information they may see in order to encourage

honest answers from teachers. Follow-up discussion and resources would be provided according to their results. This intervention may provide self-awareness to teachers; however, processing of the results would be necessary for understanding, and additional interventions, such as education and/or strategies, would be needed for change to occur.

Value-diversity mindset. In hopes to create an equal and fair-minded environment in the classroom, some teachers have decided to teach with a 'color-blind' mindset. This approach to managing diversity essentially claims to not 'see race.' Instead, the idea is to assume there are no differences between people and therefore, discrimination will not exist under this mindset. However, Apfelbaum, Pauker, Sommers, and Ambady (2010) have found that although the color-blind approach is well-meaning, the effects are not desirable. Apfelbaum et al. found that students taught under this mindset were no less discriminated and missed out on valuable pieces of history. For example, students were stunned to find out that Martin Luther King Jr. was African American.

Rather than taking this approach in the schools, these authors found that a value-diversity mind-set was far more effective. Under this model, teachers do not shy away from diversity, but celebrate that many different people live on the earth and bring unique benefits (Apfelbaum, Pauker, Sommers, & Ambady, 2010). In a similar way, if a school is not already practicing a value-diversity mind-set in the classroom, this would be a beneficial option to implement. Diversity in this context may include race, gender, ability level, socioeconomic status, or religion, to name a few. Diversity is a broad term that encompasses more than race alone. Once students learn to talk about differences in a positive way in the classroom, they will be able to connect this same way of thinking outside of the classroom among their peers.

Additionally, students have been shown to demonstrate fewer biases when their learning environment represents a variety of cultures. Research shows that when teachers utilize educational materials written by different people of races, cultures, genders, and sexual orientations that differ from the majority culture, students grow in understanding of those who are not exactly like them, and therefore, they develop fewer biases. Even by having artwork, posters, or other visual representations in the classroom that is from other cultures and places around the world, students are less likely to be discriminatory (Dee & Gershenson, 2017). Although these steps are fairly minor, they should not be overlooked regarding the significance that celebration of cultural diversity has on students.

School-wide Interventions

Love and Logic. The message that school-wide interventions sends to students is very powerful. It tells them that people in the system care enough to try to reduce bias, stereotyping, and discrimination and that they belong. One intervention that some schools have found to be remarkably beneficial is Love and Logic. Fay (2006) describes Love and Logic as an intervention that capitalizes on building relationships between teachers and students. Though Love and Logic pushes for parental involvement and is most successful when parents are involved, it is not unsuccessful without that component. This program provides teachers, parents, and others in the school building strategies to implement with students regarding behavioral difficulties, increasing motivation, and providing students life-long skills of resiliency and problem solving. Love and Logic derives from two areas: "(1) studies examining basic principles of learning and conditioning, including cognitive or social learning theories" and "(2) research examining human emotional needs and their relationship to motivation" (Fay, 2006, p. 2). By building stronger relationships between students and children, the school-climate shifts so

that both have a more enjoyable experience at school. Fay (2006) conducted a study

implementing Love and Logic in several schools. The specifics of this study are as follows: the

participants were 963 students throughout several states, representing a wide range of ethnic

groups and socio-economic statuses. Teachers were given a pre-test and post-test. The results

showed a positive impact of Love and Logic on the school environment. One question was "I

find myself enjoying good relationships with challenging students (Fay, 2006, p. 8). Here, the

results showed a mean result of 3.59 (on a scale of 1-5) in the pre-test and 3.99 in the post-test.

Another is "I find myself feeling confident that I can handle discipline problems" (p.7). The

results here are 3.62 pre-test and 4.09 post-test. These results show the effectiveness of this

program. Teachers gained confidence in how to handle issues and build more positive

relationships with their students.

PBIS. Another intervention that would be beneficial to implement school-wide is

Positive Behavioral Interventions and Supports (PBIS). PBIS includes clear expectations across

the school system, as well as a multi-tiered system of supports (MTSS) that provides prevention

and intervention when expectations (academic and behavioral) are not met. PBIS encourages

systematic and consistent prevention of student behavior problems by promoting positive student

behaviors and a positive school environment. PBIS is unique in the sense that it is not just

limited to the context of the classroom, but extends to the hallways, lunchroom, and even on the

bus. The expectations for positive behaviors dominate the school culture and therefore,

transforms the over all climate to one of positivity. Bradshaw, Pas, Debnam, and Johnson (2015)

found that, schools that implemented PBIS with fidelity experienced 20% to 60% of a decrease

in office discipline referrals. This speaks highly to the success of this program.

The multi-tiered system of supports (MTSS) is a subset of PBIS that helps to address student behaviors. MTSS addresses "behavioral, social learning, organizational, and positive youth development theories and promotes strategies that are used by all staff consistently across all school contexts" (Bradshaw, Pas, Debnam, & Johnson, 2015, p. 481). It aims to ensure that all students are treated fairly when being disciplined (Bradshaw, Pas, Debnam, & Johnson, 2015).

Since both programs seem to be effective, using one or the other, or possibly both could yield success. Both of these interventions help to equalize the treatment of students across the entire school by providing teachers with clear expectations and strategies to work with students who seem difficult to them. These interventions may help to lessen biased decisions toward students and create a school environment in which all students have the opportunity to succeed and to thrive. These interventions have the potential to drastically shift school culture so that all students find a place of belonging and student achievement improves.

Conclusion

In conclusion, teacher perceptions of students have the power to markedly affect the level of success they experience at school both academically and socially. Often, initial impressions are based on race, gender, and socio-economic status (Dell'Angelo, 2016). These impressions feed into the perceptions that teachers then use to relate to students. If a teacher perceives a student as one who will be academically successful or socially friendly, the teacher will treat the student as such (Hughes, Zhang, & Hill, 2006). In self-fulfilling prophecy, the students will rise or fall to the expectations set before them (Niari, Manousou, & Lionarakis, 2016).

Research-based interventions that have been helpful to schools in response to biased perceptions are the quick-REST CD (Sirin, Brabeck, Satiani & Rogers-Serin, 2003), a value-

diversity mindset (Apfelbaum, Pauker, Sommers, & Ambady, 2010), Love and Logic (Fay,

2006), and PBIS (Bradshaw, Pas, Debnam, & Johnson, 2015). These interventions can be used

with teachers as well as school-wide. Interventions can be implemented with the help of the

school counselor, who's job is to be a change-agent in the school system (American School

Counselor Association National Model, 2012). Teachers hold a powerful role in student's lives

and can use that positive to challenge all students in order to increase student achievement.

Students will raise to the expectations set before them and teachers have the rich opportunity to

set these for students.

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